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ABSTRACT

Intended for personnel working in the arts and for those serving handicapped people, the handbook explains briefly the nature of the Education for All Handicapped Children Act (P.L. 94-142) and the Vocational Rehabilitation Act Amendments of 1973 (P.L. 93-112) and provides information regarding their relationship to the arts. Information on P.L. 94-142 and Section 504 of the Rehabilitation Act are presented in question-answer format in initial sections. Subsequent sections address deadlines for Section 504 compliance and 94-142 and Section 504 policy statements put out by the National Committee, Arts for the Handicapped. A final section of resources includes annotated lists of resources on both P.L. 94-142 and Section 504 of the Rehabilitation Act. (SBH)

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FEDERAL LEGISLATION, THE ARTS AND HANDICAPPED PEOPLE

Questions and Answers Concerning
P.L. 94-142
"The Education for all Handicapped Children" Act
and
Section 504 of P.L. 93-112
"The Vocational Rehabilitation Act Amendments of 1973"

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PREFACE

This handbook is a response to the many queries received by The National Committee, Arts for the Handicapped regarding the impact of the Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the 1973 Rehabilitation Act (P.L. 93-112) on the implementation and accessibility of arts programs for handicapped people. Although the NCAH Staff reviewed the legislation and compiled materials for the publication, many other people assisted in editing the final manuscript. Deepest gratitude and appreciation is extended to these dedicated individuals:

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INTRODUCTION

Currently two major federal laws are being implemented which dramatically affect the availability and accessibility of arts programs for all handicapped people.

The full impact of The Education for All Handicapped Children Act (P.L. 94-142) and Section 504, the Vocational Rehabilitation Act Amendments of 1973 (P.L. 93-112) upon artists, arts educators, arts therapists and other persons working in the arts with handicapped people has not been fully recognized.

This handbook was developed for personnel working in the arts and for those serving handicapped people to explain briefly the nature of the laws and to provide information regarding their relationship to the arts.

During the early years of the 1970s, the education of handicapped children received extensive Congressional attention, in no small measure because of the right to education lawsuits presented on behalf of handicapped children around the country.

In P.L. 93-380, The Education Amendments of 1974, Congress approved a massive increase in authorization levels for the basic state grant program. Additionally, these amendments included vital guarantees of the educational rights of exceptional children and their parents such as assurances of due process and of education in the least restrictive environment.

Barely one year later, November 29, 1975, The Education for All Handicapped Children Act (P.L. 94-142) became law. That legislation is of landmark dimensions. It committed the federal government to a most substantial financial contribution toward the education of America's handicapped children, it strengthened those educational rights that were initially enumerated in the prior P.L. 93-380. Moreover, P.L. 94-142 is permanent legislation with no expiration date.

In short, Public Law 94-142 is designed to make available to all handicapped children the right to a <u>free appropriate education</u> in the <u>least restrictive educational environment</u>. Through this law, funding is available to state and local education agencies who meet the established requirements and regulations. It is a common misconception that P.L. 94-142 mandates the mainstreaming of handicapped children into regular classroom settings. The law does require that special education be provided to meet the unique needs of each handicapped child. The ARTS are included among the educational services that are required by the law.

Early in 1972, Congress initiated a review of the federally-funded vocational rehabilitation program for the handicapped in order to develop legislation which would extend the program. During the ensuing hearings, it was clear that major changes in the law were necessary. The testimony revealed that the severely handicapped had almost been totally ignored by current programs due to low levels of federal funding.

Although the Congress passed the first rehabilitation bill (1972) unanimously, it was vetoed by The President. The second version of the legislation, passed in 1973, was vetoed again. That veto was sustained by the Senate and P.L. 93-112 was a reality.

Congress enacted Section 504 as part of 93-112 and it stipulated that handicapped persons cannot be discriminated against solely on the basis of their handicap. Thus Section 504 became the first Federal civil rights law to protect the rights of handicapped persons. The language of Section 504 is almost identical to the comparable non-discrimination provisions of Title VI of the Civil Rights Act of 1964 (applying to racial discrimination) and Title IX of the Education Amendments of 1972 (applying to sex discrimination).

In issuing the regulations for Section 504 on April 29, 1977, Joseph Califano, Secretary of Health, Education and Welfare, made the following statement:

> "For decades, handicapped Americans have been oppressed and, all too often, a hidden minority, subjected to unconscionable discrimination, beset by demoralizing indignities, detoured out of the mainstream of American life and unable to secure their rightful role as full and independent citizens.
>
> Today I am issuing a regulation, pursuant to Section 504 of the Rehabilitation Act of 1973, that will open a new world of equal opportunity for more than 35 million handicapped Americans - the blind, the deaf, persons confined to wheelchairs, the mentally ill or retarded, and those with other handicaps.
>
> The 504 Regulation attacks the discrimination, the demeaning practices and the injustices that have afflicted the nation's handicapped citizens. It reflects the recognition of the Congress that most handicapped persons can lead proud and productive lives, despite their disabilities. It will usher in a new era of equality for the handicapped individuals in which unfair barriers to self-sufficiency and decent treatment will begin to fall before the force of the law.

Since Section 504 is a civil rights statute, it is not accompanied by an authorization of federal funds. However, Section 504 applies to all handicapped people regardless of age, thus insuring that people with handicapping conditions are no longer denied access to arts programs or facilites.

This does not mean that total building remodeling or program redesigning is required. In programs and facilities, priority should be given to those methods which provide the most integrated settings possible. Essentially, Section 504 insures that children and adults will be able to more actively participate in artistic and cultural programs and activities provided by cultural, educational and community organization and agencies.

The National Committee, Arts for the Handicapped has recently issued policy statements which endorse and support full implementation of both P.L. 94-142 and Section 504. The National Office provides technical assistance to arts and education personnel who need additional information and knowledge regarding the impact of the laws on arts programming for handicapped children and youth.

We sincerely hope that this handbook provides introductory information that will increase national understanding and awareness of these two most significant legislative actions.

Wendy Perks
Executive Director

P.L. 94-142

THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

A free appropriate public education
for all handicapped children

1. **What is P.L. 94-142?**

   It is a law designed to make available to all handicapped children their right to a free appropriate education in the least restricting educational environment. Specifically, it recommends procedural safeguards in identification, evaluation, and placement, and assurances that handicapped children will be educated to the maximum extent possible in appropriate integrated settings.

2. **How did such a law develop?**

   Within the last twenty years, the rights of handicapped children to an education appropriate to their special needs has been accepted. A combination of landmark federal legislation and precedent-setting court cases made P.L. 94-142 a reality. This legislation was passed by the United States Congress and signed into law by the President November 29, 1975.

3. **Who is required to implement this law?**

   Every state and its local education agencies, if they are to continue to receive funds under this Act, must make available a free appropriate public education for all handicapped children.

4. **To whom does P.L. 94-142 apply?**

   All handicapped children who require special education and required services and agencies who provide services for these children.

5. **When is a child qualified for services under the law?**

   Anyone between the ages of three and twenty-one who is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health-impaired, or children with specific learning disabilities who by reason therefore require special education and related services.

6. **What is special education?**

Specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, instruction in hospitals and institutions and INSTRUCTION IN THE ARTS.

7. **What does a free appropriate education include?**

Special education and related services which must be financed at public expense and meet State Education Agency (SEA) standards.

8. **What is a related service?**

"ARTISTIC AND CULTURAL PROGRAMS AND ART, MUSIC AND DANCE THERAPY" as well as transportation and supportive services including speech, audiology, psychological, physical and occupational therapy, recreation, medical and counseling.

9. **What is an IEP?**

"Appropriate" education receives its definition through the vehicle of the individualized education plan (IEP). This written statement includes the child's present level of educational performance, as well as an outline of educational goals and specific educational services to be provided by the educational staff.

10. **What is meant by least restrictive environment?**

Education of handicapped children with non-handicapped children to the maximum extent appropriate.

The IEP is management tool toward achievement of the maximum least restrictive environment and therefore is applied within the framework of meeting the "unique needs" of each child.

11. **Does the law mandate mainstreaming?**

No, this is a common misconception. It is not a provision for mainstreaming. Handicapped children are to be placed in the least restrictive educational environment.

12. How are the arts defined?

The arts are not defined in the regulations for 94-142. However, they are defined in the regulations for Section 409, P.L. 93-380, "Art Education Program." This definition reads:

> "Arts" includes, but is not limited to, music, dance, drama, folk art, creative writing, architecture and allied fields, visual arts (including painting, sculpture, photography, graphic arts, and craft arts), industrial design, costume and fashion design, motion pictures, television, radio tape and sound recording, the arts related to the presentation, performance, execution and exhibition of those arts, and the study and application of the arts to the human environment.

13. Was attention given to the arts by the U.S. Congress?

Yes. Senate Report No. 94-169 states:

> THE USE OF THE ARTS AS A TEACHING TOOL FOR THE HANDICAPPED HAS LONG BEEN RECOGNIZED AS A VIABLE, EFFECTIVE WAY NOT ONLY OF TEACHING SPECIAL SKILLS, BUT ALSO OF REACHING YOUNGSTERS WHO HAD OTHERWISE BEEN UNTEACHABLE. THE COMMITTEE ENVISIONS THAT PROGRAMS UNDER THIS BILL COULD WELL INCLUDE AN ARTS COMPONENT AND, INDEED, URGES THAT LOCAL EDUCATIONAL AGENCIES INCLUDE THE ARTS IN PROGRAMS FOR THE HANDICAPPED UNDER THIS ACT. SUCH A PROGRAM COULD COVER BOTH APPRECIATION OF THE ARTS BY THE HANDICAPPED YOUNGSTERS AND THE UTILIZATION OF THE ARTS AS A TEACHING TOOL PER SE.

14. May local education agency applications contain arts programming?

Yes. If State and local funds are used to provide arts services, those services must be provided with State and local funds to all handicapped children in the local educational agency who need them. (Part B funds may then be used to supplement existing services, or to provide additional services to meet special needs.)

15. Are the arts considered part of the full educational opportunity goal of a free appropriate education for each handicapped child?

Yes. In meeting the full educational opportunity goal, the Congress also encouraged educational agencies to include ARTISTIC AND CULTURAL activities in their programs.

16. Are the arts included under the program options for the handicapped?

Yes. Each public agency must take steps to insure that its handicapped children have available to them the variety of educational programs and services available to non-handicapped children in the area served by the agency, INCLUDING ART, MUSIC, industrial arts, consumer and home-making education, and vocational education.

17. Can the arts be included as part of the non-academic services for each child?

Yes. Non-academic and extracurricular services and activities may include recreational activities, special interest groups or clubs as well as the ARTS.

PUBLIC LAW 93-112

SECTION 504

VOCATIONAL REHABILITATION ACT AMENDMENTS OF 1973

Nondiscrimination on the Basis of Handicapping Condition in Programs Receiving Federal Assistance

1. **What is Section 504 of the Rehabilitation Act of 1973?**

Section 504 is a civil rights provision designed to eliminate discrimination on the basis of handicapping condition in any program or activity receiving federal financial assistance. These regulations, published May 4, 1977, apply to each recipient of federal financial assistance from the Department of Health, Education and Welfare. The statute reads:

> No otherwise handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

2. **Why such a statute?**

Over the years, health and educational institutions have taken steps in hiring and serving handicapped people. There are still many handicapped people who have not had equal access to services because of discrimination and environmental barriers. The purpose of Section 504 is to require recipients of federal financial assistance to serve all <u>qualified</u> handicapped people.

3. **What institutions and agencies are most affected by this?**

The primary institutions affected by this are public school systems, hospitals, colleges and universities, nursing homes, day care centers, welfare offices, and community facilities.

4. **What is the definition of a handicapped person?**

A handicapped person is anyone who has a physical or mental impairment which substantially limits one or more of his major life activities; or has a record of such impairment; or is regarded as having such an impairment. All handicapped Americans regardless of age are included.

5. What is the meaning of the phrase "substantially limits"?

This has to do with the degree to which the disability affects employability. A handicapped person having a difficult time obtaining a job or moving ahead in a job because of disability would be considered "substantially limited".

6. What does major life activities mean?

These include communication, ambulation, self-care, socialization, education, vocational training, transportation, housing, and employment. The main emphasis is on those life activities that affect employment.

What are some examples?

A blind person or a paraplegic person would have "an impairment substantially limiting one or more of his major life activities". So would a mentally retarded person.

A person who had been in a mental hospital and had been rehabilitated would have "a record of such impairment," even though he now is mentally sound. So would a person with a history of heart condition or cancer.

7. What does Section 504 say regarding the right to an education?

Section 504 essentially makes the same requirements as P.L. 94-142.

8. Are federal monies authorized under Section 504 as they are under P.L. 94-142?

No. Section 504 is a civil rights statute:

Handicapped persons may be offered separate programs, but cannot be denied entry to the regular system because separate programs exist;

Programs are not required to produce the identical level of achievement, but must afford equal opportunity to achieve;

Handicapped persons must be allowed to participate on planning and advisory boards;

Opportunities for handicapped persons must be as effective as those for all other recipients of the service.

The regulations apply to programs in existing buildings as well as new programs developed after the affective date of the regulations (June 1, 1977). The regulations may not be effectively defeated by the location of a program (for example, an arts agency with offices on a second floor).

9. Does program accessibility mean new buildings and new programs?

Each program or activity, when viewed as an entity, must be readily accessible to handicapped persons. If a particular program is available to non-handicapped people then that program or a similar opportunity must be available to those who are handicapped. Total remodeling is not required and should be considered the last alternative. Considerations should be given to redesign equipment, reassign classes or services to accessible buildings, assignment of aides, home visits, or alternate sites for services. In programs and facilities, priority should be given to those methods which provide the most integrated setting possible.

10. How does Section 504 affect preschool, elementary, secondary education?

A. The basic requirements are that handicapped persons, regardless of the nature or severity, must be provided a free appropriate public education; with non-handicapped students to the maximum extent appropriate to their needs; that educational agencies must identify and locate all unserved handicapped children; that evaluation procedures be improved to avoid inappropriate education resulting from misclassification; and that parents must be able to participate in decisions regarding the evaluation and placement of their children, as per P.L. 94-142.

B. The educational program must meet the individual child's needs; teachers must be adequately trained and equipped; the school district must pick up the costs of tuition, transportation, and room/board if the best available education is outside the school district's program; and children must be integrated into regular classrooms unless it's detrimental to the child's needs.

11. **What does Section 504 mean to post-secondary education?**

Students may not be denied participation in any course or part of the educational program. A key concept is that any facility that is the only one of its type must be accessible. Academic requirements must accommodate the needs of individual handicapped students (e.g., allowing a deaf student to substitute art appreciation for a required course in music appreciation). However, academic requirements that are essential to the program need not be changed. Rules that also have the effect of discrimination (prohibiting tape recorders in lectures) are not allowed. Nondiscrimination also provides for equal access to housing, health services, and financial assistance.

12. **What does Section 504 mean to health, welfare and social services?**

Generally, the requirement is nondiscriminatory service. This does not mean that specialized facilities (e.g., burn centers) cannot continue to specialize.

13. **What does this mean to alcohol and drug abusers?**

Alcohol and drug abusers may not be denied treatment simply because of such a handicap. Every facility is not required, however, to establish special treatment programs for such conditions.

14. **Are the arts and/or cultural programs in the regulations for Section 504?**

No specific reference to artistic and cultural programs and institutions is made. However the impact of this civil rights legislation can be noted in relationship to these areas.

15. **What is the implication of Section 504 for arts education?**

Each public agency shall take steps to provide non-academic and extracurricular services and activities in such a manner as is necessary to afford handicapped individuals an equal opportunity for participation in those services and activities such as recreational activities, special interest groups or clubs (e.g., ART OR DANCE) sponsored by the public agency.

16. **What is the implication of Section 504 for artistic and cultural facilities?**

Each public agency shall take steps to ensure that its handicapped individuals have available to them the same educational program and service options available to non-handicapped individuals in the area served by the agency. FOR EXAMPLE, DRAMA, MUSIC, industrial arts, consumer and homemaking education and vocational education.

17. **What is the implication of Section 504 for expansion of employment roles?**

Significant changes in the existing systems for special education, vocational education, vocational rehabilitation, and job placement will be taking place. New employment opportunities for ARTISTS, MUSICIANS, DRAMATISTS, DANCERS, VISUAL ARTISTS, ARTS EDUCATORS, AND ART THERAPISTS will be created or become more prominent.

18. **What is the implication of Section 504 for cooperative efforts between school/agency and community?**

Cooperation is essential for ensuring that expanded work-study programs provide handicapped individuals with a broad range of part-time/full time occupational experiences (i.e., in the field of ARTS education, industrial arts) while still attending school. This will facilitate communication between potential employees and school/agency personnel. Vocational advisory committees will begin to review more closely all the needs of handicapped individuals enrolled in vocational education programs.

19. **What is the major importance of Section 504 for arts education?**

Section 504 states that any program provided to non-handicapped people must also be made available to handicapped people.

All recipients of HEW funds must complete within one year a self evaluation process, in consultation with handicapped consumers to determine which of their policies and practices need to be changed or updated to assure equal opportunity for the handicapped.

DEADLINES FOR SECTION 504 COMPLIANCE

JUNE 3, 1977

The Section 504 regulations became effective.

JULY 5, 1977

Assurance of Compliance forms (HEW form 641) must be returned from all institutions receiving financial assistance from HEW.

AUGUST 2, 1977

Programs or activities in existing facilities must be made accessible (where structural changes are not required). (Section 84.22(d)).

SEPTEMBER 4, 1977

Recipients of HEW funds employing 15 or more persons must make an initial notification that they do not discriminate on the basis of handicap. (Section 84.8(a)).

DECEMBER 2, 1977

Where structural changes in existing facilities are necessary to make programs accessible, recipients of HEW funds must have completed a transition plan outlining the steps needed to complete these changes. A copy of the transition plan must be available for public inspection. (Section 84.22(e)).

JUNE 2, 1978

HEW recipients must have completed a self evaluation process in consultation with handicapped individuals and organizations. (Section 84.6(c)).

SEPTEMBER 1, 1978

Public elementary and secondary schools must provide each qualified handicapped student a free appropriate education. (Section 84.33(d)).

JUNE 2, 1980

Structural changes must be made in existing facilities where this is necessary to achieve program accessibility.

P.L. 94-142 POLICY STATEMENT

The National Committee, Arts for the Handicapped

Resolution 7701

The National Committee, Arts for the Handicapped recognizes the significant inclusion of arts and cultural activities into the Final Regulations for the implementation of Part B of the Education of the Handicapped Act. The Committee commits itself to the full implementation of Public Law 94-142 and will assist state and local arts education agencies in the development of appropriate arts-related programs and activities.

SECTION 504 POLICY STATEMENT

The National Committee, Arts for the Handicapped

Resolution 7801

WHEREAS, according to the Rehabilitation Act of 1973, (Public Law 93-112) as amended in Section 504, states that "no otherwise qualified handicapped individual in the United States shall soley by reason of his handicap be excluded from the participation in, be denied the benefits of or subjected to discrimination under any program or activity receiving federal financial assistance."

And WHEREAS the Department of Health, Education and Welfare has issued regulations pursuant to Section 504 for its enforcement, now therefore be it RESOLVED by the Board of Directors of the National Committee, Arts for the Handicapped this 17th day of January, 1978, that we pledge to abide by and promote regulations under Section 504 as a recipient of funds from the Department of Health, Education and Welfare.

Furthermore we RESOLVE that, we will encourage support and assist other programs which provide other programs of arts for handicapped people and will serve as a model for such programs.

And be it further RESOLVED that, we will act as a compliance model and information source to any program, organization, or individual wishing to adapt arts programs for the needs of handicapped persons.

RESOURCES

DIRECTORY OF RESOURCES

Both P.L. 94-142 and Section 504 have generated much comment among individuals concerned with the education of handicapped children, youth and adults. The following resources are a beginning effort by NCAH to develop a resource directory on the major issues raised by P.L. 94-142 and Section 504.

Portions of the following have been used by permission from Education Policy and the Education for All Handicapped Children Act (P.L. 94-142), A Report of Regional Conferences, by The Institute for Educational Leadership, Washington, D.C., 1977.

ANNOTATED LIST OF SELECTED RESOURCE MATERIALS ON P.L. 94-142

P.L. 94-142, The Education for All Handicapped Children Act of 1975. Reston, Virginia: The Council for Exceptional Children 1976. Multimedia package developed to help educators and parents understand the many facets of Public Law 94-142. Includes three captioned filmstrips and three audio cassettes. A copy of the law, a question and answer document, and a printed copy of the script for each filmstrip are also included. Each script has a table of contents highlighting the issues presented on the accompanying filmstrip. Portions of the law on which the narrative is based are reproduced in the printed copy of the script. Other laws and suggested resources are referenced to help the presenter locate relevant material for expanded discussion.

($50.00)

An Analysis of Public Law 94-142. Washington, D.C.: National Association of State Directors of Special Education, 1976. Section-by-section analysis of P.L. 94-142 and a general comparison of the law with P.L. 93-380, including implications for state and local education offices. The intent is to provide state and local education agency personnel with a document that will permit quick reference to various provisions of the law.

($2.00)

Questions and Answers on P.L. 94-142. National Association of State Directors of Special Education, 1976. Answers to the most frequently asked questions on P.L. 94-142. Intended as a reference for state and local education agency personnel in implementing the Federal law.

($2.00)

Sources of Information Regarding Equal Rights of the Physically and Mentally Disabled. South Bend, Indiana: National Center for Law and The Handicapped, 1976. Identifies sources on employment, education, architectural barriers and transportation, zoning and the mentally retarded offender.

(Mimeo/free)

Interpreting the Effects of Recent Legislation and Litigation and Applying Them to Public School Personnel in Texas: A Guidebook. Marion J. Nesbit. Austin, Texas: Texas Resource Center, 1976. Although written specifically to meet needs in Texas, this document includes helpful interpretations of P.L. 93-380 and P.L. 94-142 in the following areas: record keeping and confidentiality, due process, appraisal, assessment outcomes, labelling, and placement.

(Free)

The Public Law Supporting Mainstreaming. Austin, Texas: Learning Concepts, 1976. Marilyn K. Rousseau and A. Lee Parks. Information on and explanation of P.L. 94-142 for teachers, parents and school administrators. Covers purpose and definition of law, identification and evaluation procedures, non-discriminatory assessment, service delivery, personnel training and IEP's.

($5.95)

Washington, D.C.: U.S. Office of Education, Bureau of Education for the Handicapped, 1976. Summary of conferences held in Chicago and Denver to receive comment on P.L. 94-142.

(Free)

Law and Behavior: Educational Rights of Handicapped Children. Newsletter of Project on Law and Behavior. Examines all federal legislation and regulations relating to handicapped children.

(Subscription $15.00/year for 6 issues)

The Education for All Handicapped Children Act Public Law 94-142: A Summary of Four Regional Conferences. Carl Dolce. Washington, D.C.: Institute for Educational Leadership, 1977. Summarizes concerns and policy issues raised at the state level by the law. Issues include: the appropriate federal role in education, state education agency supervision over other agencies, relationships with private schools, funding, due process, age ranges.

(Free)

Education Policy and The Education for All Handicapped Children Act P.L. 94-142. A Report of Regional Conferences, January-April, 1977. Bruce O. Boston. Washington, D.C.: Institute for Educational Leadership, 1977. Summarizes concerns and policy issues (as well as recommendations), raised at nine regional conferences by state-level executive, legislative, and lay political leadership concerning the objectives and requirements of P.L. 94-142.

(No charge for single copy)

Teachers Talk: P.L. 94-142 Reaches the Classroom. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1978. A look at early reactions to P.L. 94-142 by classroom teachers presented through a panel discussion.

($2.00)

Key Federal Regulations Affecting The Handicapped 1975-76. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977. A discussion of regulations issued between January 1 and December 31, 1976 (significant revisions issued in early months of 1977 are footnoted) concerning the handicapped.

(U.S. Printing Off. No. 017-090-0031-3) ($1.90)

The Arts and the Handicapped Child. Reston, Virginia: The ERIC Clearinghouse for Handicapped and Gifted Children, 1977. A fact sheet on university training programs and model site arts programs for the handicapped.

(Free)

Excerpts from the Final Regulations-Education of Handicapped Children Implementation of Part B of the Education of Handicapped Children Act P.L. 94-142. Washington, D.C.: Available from NCAH, 1977. References to creative arts for the handicapped are indicated as well as funding alternatives.

P.L. 94-142, "Education for All Handicapped Children Act of 1975." Washington, D.C.: 94th Congress, 1975. The Act which provides educational assistance to all handicapped children, and for other purposes.

(Free)

Procedural Safeguards P.L. 94-142 - A Guide for Schools and Parents - sound/filmstrip. Reston, Virginia: Council for Exceptional Children, 1977.

($90.00)

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(Free)

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($5.00)

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(Free)

ANNOTATED LIST OF SELECTED RESOURCE MATERIALS ON SECTION 504

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(Free)

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(Free)

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AGENCIES ISSUING INFORMATIONAL MATERIALS

Coordinator, Program for the Handicapped
Smithsonian Institution
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National Air & Space Museum
Washington, D.C. 20560

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1920 Association Drive
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THE NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED

IN JUNE 1974, THE JOSEPH P. KENNEDY, JR. FOUNDATION PROVIDED THE FUNDING FOR A NATIONAL CONFERENCE ON ARTS FOR THE MENTALLY RETARDED, WHICH CREATED A TREMENDOUS NATIONAL INTEREST IN THE CONCEPT OF INTEGRATING THE ARTS INTO THE EDUCATION OF THE MENTALLY RETARDED CHILD. AS A RESULT OF SEVERAL CONFERENCES AND FUNDING BY THE KENNEDY FOUNDATION AND ALLIANCE FOR ARTS EDUCATION, A NATIONAL COMMITTEE WAS ORGANIZED TO COORDINATE THE DEVELOPMENT OF A NATION-WIDE PROGRAM OF ARTS FOR ALL HANDICAPPED CHILDREN. THE NATIONAL COMMITTEE, ARTS FOR THE HANDICAPPED IS COMPOSED OF LEADERS FROM MAJOR NATIONAL ARTS ORGANIZATIONS, ORGANIZATIONS REPRESENTING HANDICAPPED CITIZENS, GENERAL EDUCATION ORGANIZATIONS AND PRIVATE FOUNDATIONS. NCAH, AN EDUCATIONAL AFFILIATE OF THE JOHN F. KENNEDY CENTER FOR THE PERFORMING ARTS, OPERATES AS THE NATIONAL COORDINATING AGENCY FOR THE DEVELOPMENT AND IMPLEMENTATION OF ARTS PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH.

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